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ABSTRACT

This study examined the stability of students' educational and vocational plans over a two-year period. The Student Information Questionnaire of the Ohio Vocational Interest Survey was administered to a sample of eighth-graders who were again tested two years later. In general, the older students had more stable plans than the younger ones and the girls' plans were more stable in all age groups. In almost every case at least half or more of the students changed their plans during the two year period. The data has significance for people responsible for planning guidance programs and services. Students' plans tend to change, especially in the early secondary grades, and students need greater exposure to information about vocational education programs. (Author/WS)

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Stability of Students' Educational and Vocational Plans *

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ED 065801

The purpose of this study was to examine the stability of students' expressed educational and vocational plans over a two-year period.

The information about the students' plans was obtained by administering Part 1 of the Ohio Vocational Interest Survey, the Student Information Questionnaire, to a sample of Texas and Wisconsin students. The Questionnaire section contained six questions related to the students' expressed vocational plans, subject area preferences, high-school program plans, post-high school plans, and interest in a high school vocational education program.

The subjects for this investigation were selected from participants in the 1969 standardization of the Ohio Vocational Interest Survey. The Texas sample was comprised of 738 eighth-grade students who were surveyed again while in the tenth grade. The 633 students in the Wisconsin sample were surveyed in grade 10 and again in grade 12.

The findings of the survey, are presented in a series of bivariate tables, in sections 1 - 7 of the accompanying handout. The bivariate tables in sections 1 - 6 identify the number of students responding to the various options for a given question on both administrations. The students whose plans remained stable during the two-years are shown by the frequencies appearing in the diagonals of the tables. Section 7,

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Tables 7a - 7f, summarizes the data given in the bivariate tables. Table 7a, for example, presents the number of students whose occupational plans remained the same on both administrations. In the Texas sample, 31.7% of the males had the same occupational plans at grade 10 as they had at grade 8. The occupational plans of the Wisconsin males were slightly more stable; 37.9% of the males had the same career plans as seniors as they had as sophomores.

The students in the Wisconsin sample demonstrated greater stability in their responses to question 2, Best-Liked Subjects and question 3, High School Plans than they did on the other items in the Questionnaire. The Texas students, on the other hand, were most stable in their responses to question 5, Interest in Vocational Programs. On the surface, question 5 appears to be the only question where the younger students (Texas sample) were more consistent than the older students (Wisconsin sample). However, the data presented in Table 7e, do not reflect those students who displayed an interest in taking a vocational program at the time of the first administration and who subsequently enrolled in a vocational program. If these students are also treated as consistent responders, the percentages become 63.4, 66.4, 69.0, and 72.0 respectively for the four groups. Thus, the older students continue to show more stable preferences than do the younger students.

Of all the Questionnaire items, question 6, Vocational Program Choice, had the smallest number of consistent responses. Thus, while most of the students demonstrated an interest in taking a vocational program (1244 of the 1371 students surveyed or 90.7% indicated on at least one of the two administrations that they would be interested in taking a vocational program), they were uncertain as to the specific program they would like to take.

In general, the girls' expressed vocational and educational plans were slightly more stable than those of the boys in both age groups. As expected, the older stu-

dents had more stable plans than the younger students. However, the expressed plans of the students in both age groups under went considerable change. In almost every case, at least half or more of the students changed their plans during the two-year period.

- Reading the Bivariate Tables -

The bivariate tables for the six questions, sections 1 - 6, provide an opportunity to examine the kinds of changes which took place in students' plans over this two-year period. Look first at Table 1a (Occupational Plans) on page 2 of the handout. In this table, as well as all the remaining tables, the students' responses on the first administration of the Questionnaire are summarized at the bottom of the table and the responses for the second administration are summarized at the far right. The percentages shown in the summaries are based on the total number of students as shown in the bottom right-hand corner of the table. For example, in grade 8, 3 males or 1% of the 328 students in the sample selected option #1 and 11 males or 3% of the group selected option #2. In grade 10, 3 males again selected option #1 and 12 selected option #2. The number reported at the intersection of the row and column for a given option identifies those students whose plans remained the same on both administrations of the Questionnaire. Thus, for option #1, there was one student who selected this option on both occasions, for option #2, there were two students who selected the option both times, and for option #16, 32 students selected this option both times.

By reading down the columns it is possible to study how the students moved. For example, 3 students selected option #1 in grade 8, but in grade 10 one of these three students selected option #1, one selected option #2, and one selected option #8. By reading across the rows it is possible to examine the scales from which the

students moved. As shown in the right hand column, three students selected option #1 in grade 10. Of these three, one student had also selected option #1 in grade 8, and two students had shifted from other choices, one from option #2 and one from option #17.

- Question 1, Occupational Plans -

In the case of Tables 1a - 1d, the options represent the twenty-four scales or job clusters used in the Ohio Vocational Interest Survey. These scales are identified by title in Figure 1 on page 23 of the handout. From the data presented in Table 1a, it can be seen that the total number of students choosing a given option does not appear to change appreciably over the two years even though individual students do move from one option to another. The one exception appears to be Scale 24, Medical, where 33 students selected the area in grade 8 and only 18 students selected it in grade 10. Of these 18 students, seven selected Medical as their choice on both administrations.

The data for the eighth-grade girls (Table 1b) show both individual and group changes over the two-year period. For example, 54 students chose Scale 3, Personal Service in grade 8 and 43 chose it in grade 10. Of these 43 students only 11 had also selected Scale 3 in grade 8. The number of students choosing Scale 4 dropped from 43 to 28 and those choosing Scale 5 increased sharply from 39 to 78.

The males and females in the older group (Table 1c and Table 1d respectively) also showed rather sharp changes in group preferences from one grade to another. In the case of the girls (Table 1d) the changes seemed to follow a pattern similar to that found in the younger girls. The one difference coming in Scale 9, Nursing and Related Work. The Texas girls shifted away from this scale while the Wisconsin girls showed a rather sharp increase in their preference for nursing and related occupations.

While it is impossible to determine the reasons behind the changes taking place in the students' occupations plans, the pattern of responses tends to suggest that the students might be moving toward more realistic job choices. This is, perhaps, more clearly demonstrated inthe females than the males.

- Question 2, Best-Liked Subjects -

The students' choices of best-liked subjects are presented in Tables 2a - 2d. Both male groups showed a shift away from mathematics and science. It appears that as the courses in these two areas become more difficult, the boys shift their interests to subjects in which they have a better opportunity to experience success. On the other hand, the two female samples did not show any common patterns in their subject-area preferences. The Texas girls tended to shift their preferences toward Mathematics and English and away from Social Studies, Foreign Languages, and Music. The Wisconsin girls showed a sharp increase in their preference for Art and decreases in their preferences for English, Science, and Foreign Languages.

- Question 3, High School Program -

The students in all four groups showed very noticeable changes in their choices to question 3, High School Program (Tables 3a - 3d). In the younger sample, both males and females showed a movement toward the vocational and general programs. However, where the girls moved toward the business curriculum the boys moved sharply away from it.

The tenth-grade sample as a group did not show as much group change in their choices of a high school program as the younger students; although, there was still considerable individual movement. Of all the areas, the students in the college preparatory program were the most stable. Over 70% of the students who had selected the college preparatory program in grade 10 were still enrolled in the program

two years later.

- Question 4, Post-High Plans -

The post-high school plans of the four groups are shown in Tables 4a - 4d. It is interesting to note that some of the students' plans are strongly influenced by the kinds of post-high school educational opportunities that are available in their local area. The Texas sample was selected from an urban area which had a local community college. Thus, in the two Texas groups there is considerable interest shown in a two-year college program.

On the other hand, the Wisconsin students show almost no interest in a junior college program. In Wisconsin there are very few community colleges and the vocational - technical programs, which are so much a part of most community colleges, are found in community operated, vocational - technical institutes. Thus, in the Wisconsin sample, the students have shown an interest in a vocational - technical program which is fairly comparable to the interest shown in a junior college program by the Texas students.

Of all the students in both samples, the students who selected some kind of college training, either two-years or four years, had the most stable plans. If the two colleges categories were combined, it could be shown that between 75% and 80% of the students who had initially indicated a preference for some kind of college training maintained this interest over the two-year period.

- Question 5, Interest in Vocational Education -

The data presented in Tables 5a - 5d show an overwhelming interest in vocational education by the students in all four groups. In the Texas sample, two out of every three students at grade 8 and grade 10 indicated that they were either enrolled in or interested in taking a vocational education program. The Wisconsin

students showed an even greater interest in vocational education with four out of every five students indicating that they were enrolled in or interested in taking a vocational program.

The interest in vocational education remained quite stable for these students over the two years. For example, a total of 225 males in grade 8 (Table 5a) indicated that they were either enrolled in or interested in vocational education. Two years later, 163 or 72% of the 225 males again indicated that they were interested in or enrolled in a vocational education program. The Texas girls were equally stable with 74% indicating that they were enrolled in or interested in a vocational education on both administrations of the Questionnaire. The Wisconsin students were even more stable with 88% of the males and 85% of the females showing consistent preferences for vocational education.

- Question 6, Vocational Program Plans -

As reported above, the students who show an interest in vocational education tend to keep this interest over a two-year period. However, these same students do not appear to make very stable choices when they are asked to select the specific program they would like to take. As seen in Tables 6a - 6d, only a few students made consistent program choices. Where consistency was evident, it was limited to a few programs such as secretarial practices, general office practices, and practical nursing for the girls and general agriculture, mechanics, and electronics for the boys.

- Summary -

Data of this kind appear to have particular significance for persons responsible for planning guidance programs and services and those responsible for curriculum planning both in the academic areas and the vocational areas. The data show that students

interests and plans do change, that they tend to change more in the early secondary grades, and that these plans are influenced by the educational opportunities that are available to students in their community. It should also be noted that many students are interested in courses of a vocational nature; however, they need more exposure to information about vocational education programs before they can be expected to make realistic program choices.

STABILITY OF STUDENTS EDUCATIONAL AND VOCATIONAL PLANS

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Abstract of the Data Discussed in a Paper Presented to the American Personnel and Guidance Association in Chicago, Illinois; March 28, 1972.

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I. Changes in Occupational Plans Over Two Years

Table 1a Males - Texas Sample Grade 8

Grade 10	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	13 #	14 #	15 #	16 #	17 #	18 #	19 #	20 #	21 #	22 #	23 #	24 #	Omits #	Total	%
Scale 1	1	1															1									3	1
Scale 2	1	2					4	1									2				1		1			12	4
Scale 3			2				2		2						1		1			1	1					10	3
Scale 4																1	1		1					1		4	1
Scale 5																1	1									2	1
Scale 6							1									1							1			3	1
Scale 7		4					16	1			1		2		2	8	1		4		1		3	3	1	47	14
Scale 8	1		1				1								1	1		1	1				1	1		9	3
Scale 9									2						1	3	1							2		9	3
Scale 10																										0	0
Scale 11		1							1		1		1		1	3					1		1	1		11	3
Scale 12												2			1									1		4	1
Scale 13		1					4	1			1		4	1	1	1				1						15	5
Scale 14																1						1	1			3	1
Scale 15							3								8	2	2		1				3	2	2	23	7
Scale 16		1					6	1			1		2	1	4	32	2	2	2		2	2	1	4		63	19
Scale 17											1		1		2	2	12	1	1		1	2	1	5		29	9
Scale 18							3			1						1				1	1		1	2		10	3
Scale 19				1												1			6							8	2
Scale 20		1					1				1						1			1						5	2
Scale 21				1			1	1			1					4	1				3	1		1		14	4
Scale 22																1	1		1		1			2		6	2
Scale 23							2				1		1		1	1	1	1	1		1		5			15	5
Scale 24									1							4	3		1		1		1	7		18	6
Omits							1									1						1		1	1	5	2
Total	3	11	3	2	0	0	45	5	6	1	8	2	11	2	23	69	31	5	19	4	14	7	20	33	4	328	
%	1	3	1	7	0	0	14	2	2	0	2	1	3	1	7	21	10	2	6	1	4	2	6	10	1		

Scale titles are listed in Figure 1, Page 23.

Table 1b Females - Texas Sample Grade 8

Grade 10	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	13 #	14 #	15 #	16 #	17 #	18 #	19 #	20 #	21 #	22 #	23 #	24 #	Omits #	Total	%
Scale 1																										0	0
Scale 2			11	1	3				7	3	1								2		1	2	10	1	1	43	11
Scale 3			4	10	1			1	2	2	2												2	3	1	28	7
Scale 4			13	6	22			3	8	2	3						1		6		2	2	8	2		78	19
Scale 5																										0	0
Scale 6			4	4	3			2		2					1											1	0
Scale 7																							2		1	18	4
Scale 8			3	6	1		1		30			2							2			2	3	6		56	14
Scale 9			1	1				2		1																5	1
Scale 10			1	1	1						3															6	2
Scale 11					1							2										1	1			5	1
Scale 12			2						1				2						1				2			8	2
Scale 13				1											1											0	0
Scale 14											1					1			1					1		4	1
Scale 15									1								1									3	1
Scale 16																							1			1	0
Scale 17			4	4				1	2			1				1	2		16	1		1	2			35	9
Scale 18			2	1				1	1																	5	1
Scale 19				1					2								1		2		7	1	2			15	4
Scale 20				1				1	1								2		1	1		1				8	2
Scale 21			7	6	6			1	8			1					1	1	2		3	3	27	2		68	17
Scale 22			1						1		1		1			1					1	1	3	7		17	4
Scale 23			1		1				1														1			4	1
Scale 24																										410	
Omits																											
Total	0	0	54	43	39	0	1	12	65	10	11	6	3	0	2	3	7	1	34	2	14	14	64	22	3		
%	0	0	13	11	10	0	0	3	16	2	3	2	1	0	1	1	2	0	8	1	3	3	16	5	1		

Scale titles are listed in Figure 1, Page 23.

I. Changes in Occupational Plans Over Two Years

Table 1c Males - Wisconsin Sample Grade 10

Grade 12	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	13 #	14 #	15 #	16 #	17 #	18 #	19 #	20 #	21 #	22 #	23 #	24 #	Omits #	Total	%
Scale 1	1	3					5				1		2		2						1					15	5
Scale 2		10					16				1				5	1	1		1						2	37	12
Scale 3															1							1				2	1
Scale 4	1	1								1																3	1
Scale 5																										0	0
Scale 6							1											1			1					3	1
Scale 7	1	6		1	1		31			1	1				8	4		2								56	18
Scale 8								1																		1	0
Scale 9															1		1									2	1
Scale 10					1					2					1											4	1
Scale 11																							1			1	0
Scale 12		1														1	1									3	1
Scale 13							2					1	6		2	4	3	1	1				3	1		24	8
Scale 14													1													1	0
Scale 15		2					3	1			2				38	4				1	1			3		55	17
Scale 16		2					5						2		6	18									1	34	11
Scale 17	1						2			1			1			3	3				1		3			15	5
Scale 18		2					2						1		1						1					7	2
Scale 19			1	1			1								1		1		3	1					1	10	3
Scale 20											1							1								2	1
Scale 21							1												1		4		2			8	3
Scale 22																					1					1	0
Scale 23							1		1						1	2	2				1	1	10	1		20	6
Scale 24							1								1		2			1		1		4		10	3
Omits							2		1						1										1	5	2
Total	4	27	1	2	2	0	73	2	2	5	6	1	13	0	69	37	14	5	6	3	11	3	19	9	5	319	
%	1	9	0	1	1	0	23	1	1	2	2	0	4	0	22	12	4	2	2	1	3	1	6	3	2		

Scale titles are listed in Figure 1, Page 23.

Table 1d Females - Wisconsin Sample Grade 10

Grade 12	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	13 #	14 #	15 #	16 #	17 #	18 #	19 #	20 #	21 #	22 #	23 #	24 #	Omits #	Total	%
Scale 1																										0	0
Scale 2																										0	0
Scale 3			7	1	3				2							1		1	1		1		1			18	6
Scale 4			1	5	2				2	2									2		2		2	1		19	6
Scale 5			4	1	20			1	2	1	1		3				1				2		4	1	1	42	13
Scale 6																										0	0
Scale 7																										0	0
Scale 8			1	2	2			2		2									1	1			2			13	4
Scale 9			2	5	3			4	14	1	1				1	1	1		2		2		10			47	15
Scale 10			2		2					6												1	2	1		14	5
Scale 11				2							4												2			8	3
Scale 12					1						1	1							2			1	1			7	2
Scale 13			1	1	4				1	2			1						1		1		5			17	5
Scale 14																										0	0
Scale 15			2										1											1		4	1
Scale 16													1						1							2	1
Scale 17			1													1							1	1		4	1
Scale 18																		1								1	0
Scale 19			2	1	1				1	1	1	1							9			3				20	6
Scale 20			1																1							2	1
Scale 21			1		1					1											6	1	3			13	4
Scale 22				1													1		2				1	1		6	2
Scale 23			9	3	3				2	3		2					2		5		2		39			70	22
Scale 24									1														1	3		5	2
Omits			1		1																					2	1
Total	0	0	35	22	43	0	0	7	25	19	8	4	6	0	1	3	5	2	27	1	16	6	74	9	1	314	
%	0	0	11	7	14	0	0	2	8	6	3	1	2	0	0	1	2	1	9	0	5	2	24	3	0		

Scale titles are listed in Figure 1, Page 23.

II. CHANGES IN CHOICE OF BEST-LIKED SUBJECT OVER TWO YEARS

Table 2a. Males - Texas Sample

GRADE 10	GRADE 8 Math		English		Soc. St.		Science		For. Lang.		Music		Art		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Mathematics	44	53	4	13	5	9	10	13	1	11	2	8	2	4	0	0	68	21
English	5	6	8	27	10	18	12	16	4	44	3	12	5	11	0	0	47	14
Social Studies	10	12	7	23	29	51	10	13	1	11	2	8	9	20	0	0	68	21
Science	11	13	3	10	7	12	31	41	0	0	2	8	3	7	2	100	59	18
Foreign Language	0	0	0	0	0	0	0	0	2	22	1	4	0	0	0	0	3	1
Music	5	6	5	17	2	4	7	9	0	0	11	44	3	7	0	0	33	10
Art	6	7	3	10	4	7	5	7	1	11	4	16	24	52	0	0	47	14
Omits	2	2	0	0	0	0	1	1	0	0	0	0	0	0	0	0	3	1
Total	83	25	30	9	57	17	76	23	9	3	25	8	46	14	2	1	328	

II. CHANGES IN CHOICE OF BEST-LIKED SUBJECT OVER TWO YEARS

Table 2b. Females - Texas Sample

GRADE 10	GRADE 8 Math		English		Soc. St.		Science		For. Lang.		Music		Art		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Mathematics	30	55	8	9	5	9	4	9	4	10	7	11	9	15	0	0	67	16
English	6	11	42	47	16	29	16	34	12	30	13	21	13	22	0	0	118	29
Social Studies	4	7	6	7	17	30	4	9	7	18	5	8	3	5	0	0	46	11
Science	4	7	8	9	4	7	13	28	5	13	7	11	3	5	1	0	45	11
Foreign Language	0	0	3	3	2	4	1	2	5	13	2	3	0	0	0	0	13	3
Music	6	11	11	12	6	11	3	6	4	10	21	34	0	0	0	0	51	12
Art	4	7	7	8	6	11	5	11	3	8	5	8	32	53	0	0	62	15
Omits	1	2	5	6	0	0	1	2	0	0	1	2	0	0	0	0	8	2
Total	55	13	90	22	56	14	47	11	40	10	61	15	60	15	1	0	410	

II. CHANGES IN CHOICE OF BEST-LIKED SUBJECT OVER TWO YEARS

Table 2c. Males - Wisconsin Sample

GRADE 12	GRADE 10 Math		English		Soc. St.		Science		For. Lang.		Music		Art		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Mathematics	40	53	0	0	8	13	16	18	0	0	1	5	2	4	1	20	68	21
English	5	7	2	11	2	3	4	4	0	0	2	11	1	2	1	20	17	5
Social Studies	8	11	6	32	30	47	11	12	0	0	0	0	6	13	0	0	61	19
Science	15	20	4	21	11	17	45	50	0	0	1	5	4	9	1	20	81	25
Foreign Language	1	1	0	0	1	2	2	2	0	0	0	0	0	0	0	0	4	1
Music	2	3	4	21	4	6	3	3	0	0	11	58	2	4	0	0	26	8
Art	5	7	2	11	8	13	8	9	0	0	4	21	30	67	2	40	59	18
Omits	0	0	1	5	0	0	1	1	1	0	0	0	0	0	0	0	3	1
Total	76	24	19	6	64	20	90	28	1	0	19	6	45	14	5	2	319	

II. CHANGES IN CHOICE OF BEST-LIKED SUBJECT OVER TWO YEARS

Table 2d. Females - Wisconsin Sample

GRADE 12	GRADE 10																	
	Math		English		Soc. St.		Science		For. Lang.		Music		Art		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Mathematics	31	65	6	8	1	3	3	7	0	0	4	9	3	6	0	0	48	15
English	2	4	34	45	7	19	6	13	2	18	4	9	6	12	0	0	61	19
Social Studies	3	6	7	9	17	47	4	9	1	9	4	9	0	0	0	0	36	11
Science	4	8	4	5	3	8	21	46	0	0	4	9	2	4	0	0	38	12
Foreign Language	0	0	2	3	0	0	0	0	3	27	0	0	1	2	0	0	6	2
Music	0	0	12	16	1	3	4	9	2	18	25	53	6	12	0	0	50	16
Art	8	17	11	14	7	19	8	17	3	27	5	11	32	64	0	0	74	24
Omits	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	1	0
Total	48	15	76	24	36	11	46	15	11	4	47	15	50	16	0	0	0	0

Table 3a Males - Texas Sample

Grade 10	Grade 8 College Prep. Freq.	%	Business Freq.	%	Voc-Tech Freq.	%	General Freq.	%	Other Freq.	%	Omits Freq.	%	Total Freq.	%
College Prep.	50	42	7	16	13	22	41	55	6	19	1	100	118	36
Business	7	6	6	13	4	7	2	3	3	10	0	0	22	7
Voc.-Technical	17	14	16	36	19	33	12	16	9	29	0	0	73	22
General	38	32	13	29	19	33	15	20	8	26	0	0	93	28
Other	6	5	3	7	2	3	4	5	5	16	0	0	20	6
Omits	0	0	0	0	1	2	1	1	0	0	0	0	2	1
Total	118	36	45	14	58	18	75	23	31	9	1	0	328	

Table 3b Females - Texas Sample

Grade 10	Grade 8 College Prep. Freq.	%	Business Freq.	%	Voc-Tech Freq.	%	General Freq.	%	Other Freq.	%	Omits Freq.	%	Total Freq.	%
College Prep.	87	46	12	17	4	17	40	41	9	33	0	0	152	37
Business	25	13	23	32	4	17	20	20	6	22	0	0	78	19
Voc.-Technical	17	9	15	21	6	26	10	10	4	15	1	100	53	13
General	52	28	19	26	5	22	27	28	7	26	0	0	110	27
Other	5	3	3	4	4	17	1	1	1	4	0	0	14	3
Omits	3	2	0	0	0	0	0	0	0	0	0	0	3	1
Total	189	46	72	18	23	6	98	24	27	7	1	0	410	

III. Changes in High School Program Choice Over Two Years

Table 3c Males - Wisconsin Sample

Grade 12	Grade 10 College Prep. Freq.	%	Business Freq.	%	Voc-Tech. Freq.	%	General Freq.	%	Other Freq	%	Omits Freq	%	Total Freq	%
College Prep.	67	74	2	22	7	7	18	17	3	23	0	0	97	30
Business	2	2	0	0	1	1	5	5	2	15	0	0	10	3
Voc.-Technical	11	12	4	44	49	50	36	34	4	31	0	0	104	33
General	9	10	3	33	36	37	39	37	0	0	1	50	88	28
Other	0	0	0	0	4	4	8	8	4	31	1	50	17	5
Omits	2	2	0	0	1	1	0	0	0	0	0	0	3	1
Total	91	28	9	3	98	31	106	33	13	4	2	1	319	

Table 3d Females - Wisconsin Sample

Grade 12	Grade 10 College Prep Freq.	%	Business Freq.	%	Voc-Tech. Freq.	%	General Freq.	%	Other Freq.	%	Omits Freq.	%	Total Freq.	%
College Prep.	76	73	8	13	5	19	21	20	4	25	0	0	114	36
Business	8	8	25	41	4	15	17	16	0	0	0	0	54	17
Voc-Technical	2	2	10	16	5	19	6	6	2	13	1	50	26	8
General	15	14	15	25	9	35	54	51	6	38	0	0	99	32
Other	2	2	3	5	3	12	7	7	4	25	1	50	20	6
Omits	1	1	0	0	0	0	0	0	0	0	0	0	1	0
Total	104	33	61	19	26	8	105	33	16	5	2	1	314	

IV. CHANGES IN POST-HIGH SCHOOL PLANS OVER TWO YEARS

Table 4a. Males - Texas Sample

GRADE 10	GRADE 8																					
	Voc.-Tech.		Bus.Sch.		Nurs.Sch.		Jr.Coll.		Col.-Univ.		Military		Apprentice		No Further Training		Undecided		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Voc.-Tech. School	1	5	0	0	0	0	5	6	4	3	0	0	1	11	0	0	2	4	0	0	13	4
Business School	1	5	0	0	0	0	2	3	2	2	2	6	0	0	0	0	1	2	0	0	8	2
Nursing School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Junior College	6	27	0	0	0	0	29	37	32	25	3	10	2	22	0	0	15	31	0	0	87	27
College-Univ.	6	27	0	0	0	0	23	11	74	57	4	13	0	0	0	0	11	23	1	50	119	36
Military	1	5	0	0	0	0	3	4	5	4	13	42	4	44	0	0	3	6	0	0	29	9
Apprenticeship	1	5	0	0	0	0	3	4	2	2	3	10	1	11	0	0	3	6	0	0	13	4
No Further Training	1	5	0	0	0	0	0	0	3	2	0	0	0	0	1	50	2	4	0	0	7	2
Undecided	5	23	4	100	1	100	14	18	7	5	5	16	1	11	1	50	11	23	1	50	50	15
Omits	0	0	0	0	0	0	0	0	1	1	1	3	0	0	0	0	0	0	0	0	2	1
Total	22	7	4	1	1	0	79	24	130	40	31	9	9	3	2	1	48	15	2	1	328	

ble 4b. Females - Texas Sample

GRADE 10	GRADE 8																			
	Voc.-Tech.		Bus. Sch.		Nurs.Sch.		Jr. Coll.		Col.-Univ.		Military		Apprentice		No Further Training		Undecided		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
oc.-Tech. School	0	0	1	5	4	8	2	2	4	3	0	0	0	0	0	0	2	3	0	0	13	3
usiness School	2	22	7	35	6	12	10	11	12	8	0	0	0	0	1	33	5	7	0	0	43	10
ursing School	0	0	4	20	12	24	2	2	4	3	0	0	0	0	0	0	4	5	0	0	26	6
unior College	1	11	3	15	9	8	39	43	34	22	0	0	2	100	0	0	19	25	0	0	107	26
ollege-Univ.	4	44	3	15	6	12	24	26	91	58	1	50	0	0	0	0	14	19	0	0	143	35
ilitary	0	0	0	0	1	2	0	0	0	0	1	50	0	0	0	0	0	0	0	0	2	1
pprenticeship	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	1
o Further Training	1	11	0	0	0	0	0	0	1	1	0	0	0	0	1	33	2	3	0	0	5	1
decided	1	11	2	10	12	24	14	38	8	5	0	0	0	0	1	33	28	37	1	100	67	16
its	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	2	1
tal	9	2	20	5	51	12	91	22	156	38	2	1	2	1	3	1	75	18	1	0	410	

IV. CHANGES IN POST-HIGH SCHOOL PLANS OVER TWO YEARS

able 4c. Males - Wisconsin Sample

GRADE 10

GRADE 12	Voc.-Tech.		Bus. Sch.		Nurs.Sch.		Jr. Coll.		Col.-Univ.		Military		Apprentice		No Further Training		Undecided		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
oc.-Tech. School	27	38	1	33	0	0	1	20	7	7	8	23	8	53	3	38	26	33	2	67	83	26
usiness School	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	2	3	0	0	3	1
ursing School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
unior College	2	3	1	33	0	0	0	0	4	4	0	0	0	0	0	0	1	1	0	0	8	2
ollege-Univ.	12	17	0	0	0	0	2	40	81	81	3	9	1	7	0	0	18	23	1	33	118	37
ilitary	8	11	0	0	0	0	0	0	1	0	8	23	0	0	0	0	3	4	0	0	20	6
pprenticeship	8	11	0	0	0	0	0	0	1	0	1	3	1	7	0	0	4	5	0	0	15	5
o Further Training	5	7	0	0	0	0	0	0	0	0	2	6	2	13	4	50	2	3	0	0	15	5
ndecided	9	13	1	33	0	0	1	20	3	3	13	17	3	20	1	13	23	29	0	0	54	17
its	0	0	0	0	0	0	1	20	2	2	0	0	0	0	0	0	0	0	0	0	3	1
tal	71	22	3	1	0	0	5	2	100	31	35	11	15	5	8	2	79	25	3	1	319	

IV. CHANGES IN POST-HIGH SCHOOL PLANS OVER TWO YEARS

Table 4d. Females - Wisconsin Sample

GRADE 10

GRADE 12	Voc.-Tech.		Bus. Sch.		Nurs.Sch.		Jr. Coll.		Col.-Univ.		Military		Apprentice		No Further Training		Undecided		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
oc.-Tech. School	6	19	9	27	1	8	0	0	9	7	0	0	4	29	1	25	8	10	0	0	38	12
usiness School	1	3	5	15	0	0	1	33	3	2	0	0	0	0	0	0	5	6	0	0	15	5
ursing School	3	9	0	0	5	42	1	33	5	4	1	17	1	7	0	0	5	6	0	0	21	7
unior College	2	6	0	0	0	0	0	0	2	2	0	0	1	7	0	0	2	3	0	0	7	2
ollege-Univ.	8	25	1	3	3	25	0	0	100	77	1	17	1	7	0	0	15	19	0	0	129	41
ilitary	0	0	1	3	0	0	0	0	1	1	1	17	0	0	0	0	2	3	0	0	5	2
pprenticeship	6	19	5	15	0	0	0	0	4	3	1	17	1	7	0	0	10	13	1	0	28	9
o Further Training	3	9	7	21	1	8	0	0	1	1	0	0	1	7	2	50	12	15	0	0	27	9
ndecided	3	9	5	15	2	17	1	33	5	4	2	33	4	29	1	25	20	25	0	0	43	14
nits	0	0	0	0	0	0	0	0	0	0	0	0	1	7	0	0	0	0	0	0	1	0
tal	32	10	33	11	12	4	3	1	130	41	6	2	14	4	4	1	79	25	1	0	314	

V. CHANGES IN STUDENT INTEREST IN VOCATIONAL EDUCATION OVER TWO YEARS.

Table 5a. Males - Texas Sample

GRADE 10	GRADE 8 Already Enrolled		Interested		Not Interested		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Already Enrolled	1	11	34	16	11	11	0	0	46	14
Interested	3	33	125	58	43	42	0	0	171	52
Not Interested	5	56	55	25	48	47	1	0	109	33
Omits	0	0	2	1	0	0	0	0	2	1
Total	9	3	216	66	102	31	1	0	328	

Table 5b. Females - Texas Sample

GRADE 10	GRADE 8 Already Enrolled		Interested		Not Interested		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Already Enrolled	1	33	24	8	6	6	0	0	31	8
Interested	2	67	199	66	51	48	1	0	253	62
Not Interested	0	0	76	25	48	46	0	100	124	30
Omits	0	0	2	1	0	0	0	0	2	0
Total	3	1	301	73	105	26	1	0	410	

V. Changes in Student Interest in Vocational Education Over Two Years.

Table 5c Males - Wisconsin Sample

Grade 12	Grade 10: Already Enrolled		Interested		Not Interested		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Already Enrolled	43	54	78	39	11	28	0	0	132	41
Interested	35	44	89	45	18	45	1	100	143	45
Not Interested	2	3	30	15	10	25	0	0	42	13
Omits	0	0	1	1	1	3	0	0	2	1
Total	80	25	198	62	40	13	1	0	319	

Table 5d Females -Wisconsin Sample

Grade 12	Grade 10: Already Enrolled		Interested		Not Interested		Omits		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq	%	Freq.	%
Already Enrolled	21	43	83	40	11	20	1	50	116	37
Interested	19	39	97	46	17	31	1	50	134	43
Not Interested	9	18	29	14	25	46	0	0	63	20
Omits	0	0	0	0	1	2	0	0	1	0
Total	49	16	209	67	54	17	2	1	314	

VI. Changes in Vocational Program Plans Over Two Years

Table 6a Males - Texas Sample

Grade 8

Grade 10	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	13 #	14 #	15 #	16 #	17 #	18 #	19 #	20 #	21 #	22 #	23 #	24 #	Omits #	Total	%
Gen. Ag.	5	1			1								1			2		1			1			1	2	15	5
Forestry	4	1											1					2						2	4	14	4
Gen. Off Secr.				1		1																		1	1	4	1
																										0	0
Data P. Bkkg.	2					1		1		2		1				1					1			2	5	16	5
					1					2			1								1			2		7	2
D. E. Food		1	1					1		2	1		1		1				2					1	2	13	4
						1		1																		2	1
P. N. Dental A										1						1		1							1	1	0
G. H. E. Auto				1		1				1		3	3		1			1			1					0	0
Mech. Building	1		1		3	1	1			1		1	4			1		1			2	3	1	1	9	31	10
	2					1		1		1	1	2				2					1				2	13	4
Printing Com. Art										1					1	6		1							1	1	0
Cosmet. Drafting	2	1			1							1	1	1		3		4							6	0	0
	1												1					2	1	1						20	6
Machine Sheet Mt.			2										1												3	6	2
Elect. App. Rep	2				1					1			2			3		2			15				5	6	2
							1																			31	10
Tailor Und.					1								1													1	0
		1						1		1			2			3			1		1					2	1
Omits	3	3	1		4	2		1	2	4		4	4	2	1	4	1	4	1	1	8	1		9	46	106	32
Total	22	8	5	2	12	8	2	6	2	17	2	12	23	3	4	26	1	19	5	2	31	4	1	19	92	328	
%	7	2	2	1	4	2	1	2	1	5	1	4	7	1	1	8	0	6	2	1	10	1	0	6	28		

Vocational Program Options are listed in Figure 2, Page 23.

VI. Changes in Vocational Program Plans Over Two Years

Table 6b Females - Texas Sample Grade 8

Grade 10	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	13 #	14 #	15 #	16 #	17 #	18 #	19 #	20 #	21 #	22 #	23 #	24 #	Omits #	Total	%
Gen. Ag.						1																				1	0
Forestry	1																									1	0
Gen. Off			4	15					2	2	1					1	1								9	35	9
Secr.			3	20		1			14		3					3	3						1	1	16	65	16
Data P.				5					3		1					1	1								2	13	3
Bldg.			1			1			2	1						1									3	9	2
D. E.			3	4		3			6		2					3	1						3	2	3	30	7
Food			1						1																1	3	1
P. N.			2	3	1	2		1	23								2						2	1	7	44	11
Dental A			2	4	1	2		1	8	6						1								1	7	33	8
G. H. E.			1				1		2		3														2	9	2
Auto																										0	0
Mech.																									1	1	0
Building																										0	0
Printing																										0	0
Com. Art						1			2	1					1	10	1							2	2	20	5
Cosmet.									3		1						1						1	1		7	2
Drafting						1					1							1								3	1
Machine																										0	0
Sheet Mt.																										0	0
Elect.																										0	0
App. Rep																										0	0
Tailor			1			1					1						1						1		1	6	2
Und.				1		1			2		1						1						1		2	9	2
Omits			5	19	3	3			19	4	8					9	1						2	5	43	121	30
Total	1	0	23	71	5	17	1	2	87	14	22	0	0	0	1	29	13	1	0	0	0	0	11	13	99	410	
%	0	0	6	17	1	4	0	1	21	3	5	0	0	0	0	7	3	0	0	0	0	0	3	3	24		

Vocational Program Options are listed in Figure 2, Page 23.

VI. Changes in Vocational Program Plans Over Two Years

Table 6c Males - Wisconsin Sample

Grade 10

Grade 12	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	13 #	14 #	15 #	16 #	17 #	18 #	19 #	20 #	21 #	22 #	23 #	24 #	Omits #	Total	%
Gen. Ag.	25				1							1	2			1			1							38	12
Forestry	3	14					1			1			1			1		2	1		1			1	6	35	11
Gen. Off Secr.																								2	8	0	0
Data P.	1		1		4	3	1						2													0	0
Ekkg.		1			3	5				1		1	1			2		2			1				2	17	5
D. E.	1						1						1	1							1			4	3	22	7
Food	1												1								1					5	2
P. N.										1																2	1
Dental A						1	2					1								1						1	0
G. H. E.																									1	6	2
Auto -	2	3			1							6	3					2	3	1	1			1	2	0	0
Mech.	11	1										3	28	1		1		2	4	1	4				4	25	8
Building	1	2											2					1								60	9
Printing																										6	2
Com. Art					1		1			1						3					1					1	0
Cosmet.																	1				1				1	8	3
Drafting	1					2						1						4			1			2	1	2	1
Machine		2											1	1				1	1	1	1			1	1	11	3
Sheet Mt.					2							1	1	1						1				1	2	11	3
Elect.	2				2								6								6			1		7	2
App. Rep						1	1																		2	18	6
Tailor																										2	1
Und.	3											1	1			1		1								0	0
Omits			3		1	1		1		2		3	5					4			3			1	3	11	3
Total	51	23	4	0	15	13	7	1	0	6	0	18	55	4	0	9	1	19	10	5	22	0	0	14	42	319	
%	16	7	1	0	5	4	2	0	0	2	0	6	17	1	0	3	0	6	3	2	7	0	0	4	13		

Vocational Program Options are listed in Figure 2, Page 23.

VI. Changes in Vocational Program Plans Over Two Years

Table 6d Females - Wisconsin Sample Grade 10

Grade 12	1 #	2 #	3 #	4 #	5 #	6 #	7 #	8 #	9 #	10 #	11 #	12 #	13 #	14 #	15 #	16 #	17 #	18 #	19 #	20 #	21 #	22 #	23 #	24 #	Omits #	Total	%
Gen. Ag.										1							1									2	1
Forestry		1																								1	0
Gen. Off			15	4	3	2			2	2						1	3								3	35	11
Secr.			1	7	1				1								1						3		1	15	5
Data P.			4	2	3	1		2									4						1		6	23	7
Ekkg.			1	7	4	2		1	3								2								3	23	7
D. E.			1								1						2						2			6	2
Food	1							2	1	1	2						1								2	10	3
P. N.			2	4	1	1	1	1	20	2	4					2	5							6	7	56	18
Dental A			1	1					3	1	1													1	1	9	3
G. H. E.								1	2		1						2								3	9	3
Auto																									1	1	0
Mech.																										0	0
Building																										0	0
Printing																										0	0
Com. Art		1	2	2	1	2			1		1					8									4	22	7
Cosmet.				4	2				2	1						2	9						2	1	1	24	8
Drafting																	1									1	0
Machine																										0	0
Sheet Mt.																										0	0
Elect.																										0	0
App. Rep																										0	0
Tailor											1					1							6	1	1	10	3
Und.					1				2			1					5			1				1	1	12	4
Omits			5	1	1	1		4	5		9					5	2								22	55	18
Total	1	2	32	32	17	9	1	11	42	8	20	1	0	0	0	19	38	0	0	1	0	0	14	10	56	314	
%	0	1	10	10	5	3	0	4	13	3	6	0	0	0	0	6	12	0	0	0	0	0	5	3	18		

Vocational Program Options are listed in Figure 2, Page 23.

Table 7a. Number and percent of students having stable occupational plans.

Question 1. Occupational Plans

Sample	Total	Number	%
Texas Males	328	104	31.7
Texas Females	410	124	30.2
Wisconsin Males	319	121	37.9
Wisconsin Females	314	118	37.6

Table 7b. Number and percent of students having stable subject-area preferences.

Question 2. Best-Liked Subjects

Sample	Total	Number	%
Texas Males	328	149	46.4
Texas Females	410	160	39.0
Wisconsin Males	319	158	49.5
Wisconsin Females	314	163	51.9

Table 7c. Number and percent of students having stable high school program plans.

Question 3. High School Program

Sample	Total	Number	%
Texas Males	328	95	29.0
Texas Females	410	144	35.1
Wisconsin Males	319	159	49.8
Wisconsin Females	314	164	52.2

Table 7d. Number and percent of students having stable post-high school plans.

Question 4. Post-High School Plans

Sample	Total	Number	%
Texas Males	328	130	39.6
Texas Females	410	179	43.7
Wisconsin Males	319	144	45.1
Wisconsin Females	314	140	44.6

Table 7e. Number and percent of students having stable vocational-program interests.

Question 5. Interest in Vocational Education Programs

Sample	Total	Number	%
Texas Males	328	174	53.0
Texas Females	410	248	60.5
Wisconsin Males	319	142	44.5
Wisconsin Females	314	143	45.5

Table 7f. Number and percent of students having stable vocational program choices.

Question 6. Vocational Program Choice

Sample	Total*	Number	%
Texas Males	282	41	14.5
Texas Females	368	70	19.0
Wisconsin Males	312	100	32.1
Wisconsin Females	282	76	37.0

*Total based on number of students who responded to question 6 on at least one administration.

Figure 1. The OVIS Interest Scales

Scale 1. Manual Work
Scale 2. Machine Work
Scale 3. Personal Services
Scale 4. Caring for People or Animals
Scale 5. Clerical Work
Scale 6. Inspecting and Testing
Scale 7. Crafts and Precise Operations
Scale 8. Customer Service
Scale 9. Nursing and Related Technical Services
Scale 10. Skilled Personal Services
Scale 11. Training
Scale 12. Literary
Scale 13. Numerical
Scale 14. Appraisal
Scale 15. Agriculture
Scale 16. Applied Technology
Scale 17. Promotion and Communication
Scale 18. Management and Supervision
Scale 19. Artistic
Scale 20. Sales Representative
Scale 21. Music
Scale 22. Entertainment and Performing Arts
Scale 23. Teaching, Counseling, and Social Work
Scale 24. Medical

Figure 2. Vocational Education Programs Used as Options in Question 6

1. General Agriculture
2. Forestry, Landscaping
3. General Office Practices
4. Secretarial Practices
5. Business Data Processing
6. Bookkeeping
7. Distributive Education
8. Food Preparation or Food Services
9. Practical Nursing and Child Care
10. Dental or Medical Assistant
11. General Home Economics
12. Auto Body Repair
13. Mechanics
14. Building Trades
15. Printing and Duplicating
16. Commercial Art
17. Cosmetology
18. Drafting
19. Machine Shop
20. Sheet Metal, Welding, or Foundry
21. Electronics or Electricity
22. Appliance Repair
23. Tailoring and Dressmaking
24. Undecided